

LOCATION	British International School - Hanoi	
JOB TITLE	EYFS Class Teacher	
JOB PURPOSE	To provide creative and stimulating lessons that provide opportunities for all students to learn and make good progress	
REPORTING TO	Principal, Primary Headteacher, Deputy Head of Primary, Assistant Head of Primary	
DIRECT REPORTS	None	
OTHER KEY RELATIONSHIPS	Teaching Assistant, Teachers in the Primary School.	
PACKAGE	Main Scale	
KEY RESULT AREA	MEASURES OF PERFORMANCE	
Student Attainment and achievement <ul style="list-style-type: none"> To ensure that all students are challenged in their learning and make optimum progress To have thorough knowledge of Development Matters and the EYFS Curriculum. To ensure that students develop across all 7 areas of the curriculum To create learning environments that stimulate learning and follow the interests and needs of the children To manage discipline issues that occur in the classroom To promote the 'Be Ambitious' programme Liaise with the Phase Leader, Subject Leaders and Assistant Head regarding any students causing concern. To demonstrate good safeguarding practices and to know the reporting procedures to follow in case of a Child Protection issue Liaise with Learning Support Dept regarding provision mapping of Individual Education Plans for students. 		Student attainment meets or exceeds targets
Teaching <ul style="list-style-type: none"> Plan interesting, learning focussed lessons that are pitched for the individual's stage of development Teach according to the needs of the students in the class, differentiating for varying abilities To plan for children to learn through play and move their learning on as they develop Be ambitious and reflective across all aspects of teaching Share good practice with other colleagues Be the first point of contact and provide pastoral care to children Ensure effective communication with class TA/s. 		The delivery of lessons that are good or outstanding
Assessment <ul style="list-style-type: none"> To have good understanding of the development outcomes of the EYFS curriculum and Development Matters To be able to track and monitor children's progress through focused observations of learning To understand moderation processes in EYFS, using 		Work Scrutiny, informal drop ins, peer observations and pupil progress meetings show clear progression of students' learning across all subject areas

<p>observations and children's work as evidence of attainment and progress</p> <ul style="list-style-type: none"> • To provide parents with regular, informative feedback on their children's progress and attainment • Provide assessment data, as required, by Subject Leaders and Assistant Head for tracking purposes 	
<p>Administration/Development:</p> <ul style="list-style-type: none"> • Contact parents on academic or social matters, including follow up on reports, parents' conferences etc. • Play a full part in internal and external CPD opportunities including staff meetings • Liaise with Subject Leaders to contribute to an annual Action Plan and requisition • Be involved in the organisation and delivery of primary events, festivals, House events, assemblies, special focus weeks. • Contribute to the provision of subject or Year Group related day trips • Contribute to BIS Weekly Update articles • Maintain good quality display in classrooms and public areas which relate to the children's learning • Offer exciting Extra Curricular Opportunities that meet the needs of the student cohort • Supervise students on a duty rota • Be responsible for personal health and safety and know how to report H&S concerns • Take into account the identified whole school and campus developments for the year and work as part of the year group and Phase Team to implement any necessary changes and developments identified • Any other reasonable task assigned by the Principal or Head of Primary 	<p>Parents feel part of the learning process.</p> <p>The teacher plays an active part in a wide range of the life of the school, both in and out of the classroom</p> <p>The school operates in a safe and organised manner.</p>
<p>Personal Development</p> <ul style="list-style-type: none"> ▪ Continual development through the identification and implementation of your own Personal Development Plan 	<ul style="list-style-type: none"> ▪ Improved performance ▪ Performance appraisal ▪ Personal Development Plan
<p>Other</p> <ul style="list-style-type: none"> ▪ Promote and embodies <i>The CORE 7 Leadership Capabilities</i>: <ol style="list-style-type: none"> 1. Accountable – Establishes a high performing culture and accepts accountability for organisational performance. 2. Strategic – Leads opportunity and is committed to continuous improvement aligned with the organisational vision and direction 3. Collaborative – Works collaboratively with others to achieve organisational outcomes 4. Entrepreneurial – Creates organisational value for diverse stakeholders and achieves commercial 	<ul style="list-style-type: none"> ▪ Valued member of the team and organisation

<p>success</p> <ol style="list-style-type: none"> 5. Enabling – Drives excellence through valuing and developing others 6. Agile – Achieves personal and organisational success within a changing, dynamic and complex environment 7. Resilient – Demonstrates personal resilience within a demanding environment of high expectations <ul style="list-style-type: none"> ▪ Each individual must ensure that they meet their statutory responsibilities and Company policies with regard to Health and Safety, Equal Opportunities and other relevant legislation ▪ A commitment to safeguarding and promoting the welfare of all pupils. ▪ Willingness to undertake appropriate child protection training when required 	
---	--

PERSON SPECIFICATIONS		
Qualifications/Training		
▪ Degree plus teaching qualification		Essential
▪ A minimum of three years recent experience of classroom teaching		Essential
Experience / Knowledge		
▪ Good working knowledge of the EYFS Curriculum/Development Matters		Essential
▪ Use of an online platform to track, assess and share observations of learning		Desirable
▪ Outstanding classroom practice		Essential
▪ Understanding of effective teaching and learning theory and practice of providing effectively for the individual needs of all children through classroom organisation, differentiation and learning strategies		Essential
▪ International Experience		Desirable
▪ Experience of teaching/knowledge of the IPC (International Primary Curriculum)		Essential
▪ Knowledge of EAL in the mainstream		Essential
Skills		
▪ Able to work as part of a team		Essential
▪ High level of IT competence		Essential
▪ Use of iSAMs		Desirable
Personal Attributes		
▪ High levels of personal integrity.		Essential
▪ Excellent organisational and time-management skills		Essential
▪ Attention to detail		Essential
▪ Ability to work under pressure and remain calm		Essential
▪ Willingness to take on multiple tasks		Essential
▪ Proactive and able to prompt others to ensure deadlines are achieved		Essential
▪ Self-motivated and enthusiastic		Essential
▪ Ability to work independently		Essential
▪ Continually strive for improvement		Essential
▪ Adaptability		Essential

Other Conditions

Compliance with visa requirements for working in **Vietnam**

At Nord Anglia Education we are committed to providing a world class, safe, happy environment in which children and young people are able to thrive and learn. We are committed to safeguarding and promoting the welfare of all our pupils irrespective of race, ability, religion, gender or culture.

All post holders in regulated activity (having regular unsupervised contact with children) are subject to appropriate national and international vetting procedures including satisfactory criminal record checks from both Country of residence/birth and any Country of residence within the last 10 years.